

LANGUE ÉTRANGÈRE CE2-CM1-CM2

PROGRESSION ANGLAIS AU CYCLE 3

Ce dossier, conforme aux nouvelles orientations ministérielles, s'adresse aux enseignants du Cycle 3 appelés à assurer l'apprentissage d'une langue étrangère dans leur classe.

Ils y trouveront matière à bâtir un enseignement structuré et bien documenté, à partir d'une programmation détaillée.



35 FICHE DU MAÎTRE

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Illustrations du dossier : Maël Midavaine

Progression anglais au Cycle 3

Les activités qui composent ce dossier visent à familiariser les élèves au lexique d'une seconde langue tout en en respectant les structures grammaticales. La progression proposée correspond à la nécessité de fournir en priorité les outils langagiers qui permettront de satisfaire cette demande.

Il est bien entendu que l'enseignant reste maître de ses choix et peut, à tout moment, modifier l'ordre suggéré.

OBJECTIFS

À l'oral

- Entrée dans la langue en réactivant des structures acquises au Cycle 2 (chansons connues, jeux de rôle...)
- Élargissement du champ lexical
- Découverte de nouvelles notions à partir de schémas, de flashcards, d'activités ludiques...
- Appropriation phonologique passant par la répétition collective puis individuelle, permettant de mettre en évidence des sons difficiles
- Imprégnation des structures langagières par le jeu de questions/réponses, enquêtes...

À l'écrit

- Copie de mots isolés ou de textes courts
- Réponses à un questionnaire
- Production de manière autonome de quelques phrases

MATÉRIEL

- Fiches élève n°s 1 à 22 (p. 38 à 59)



Évaluations

Des évaluations à l'aide de tests simples pourront être sélectionnées parmi les exercices proposés (p. 38 à 59). L'enseignant pourra ainsi vérifier si l'élève a atteint le niveau A1 adapté à l'enfant. Certains items pourront être validés sur le livret d'évaluation tout au long du Cycle 3.

→ LES ÉTAPES DE LA PROGRESSION

Présentation

■ Je sais :

- Dire mon nom / demander son nom à quelqu'un.
- Demander l'âge de quelqu'un / dire mon âge.
- Demander, préciser une date d'anniversaire.
- Demander à quelqu'un où il vit / dire où je vis.
- Demander à quelqu'un d'où il vient / dire d'où je viens.
- Indiquer ma nationalité / demander à quelqu'un sa nationalité.
- Répondre à des questions concernant les métiers.
- Donner mon numéro de téléphone.
- Parler de ma famille.



►► Possession

■ Je sais :

→ Demander / dire ce que je possède : frères et sœurs, animaux familiers, objets (matériel scolaire), vêtements.

Actions – Compétences

■ Je sais :

→ Dire ce que je suis capable de faire : sports, loisirs, activités ludiques.

→ Demander à quelqu'un ce qu'il est capable de faire (mêmes domaines).

Description – Identification

■ Je sais :

→ Donner des informations, des précisions pour décrire une personne : caractéristiques physiques, tenue vestimentaire.

→ Donner des informations, des précisions pour décrire un animal : caractéristiques physiques, comportement.

Nombres – Couleurs

■ Je sais :

→ Traduire un nombre.

→ Utiliser les nombres pour compléter une phrase.

→ Demander à quelqu'un son numéro de téléphone / donner le mien.

→ Utiliser les noms des couleurs.

Les goûts

■ Je sais :

→ Demander à quelqu'un ce qu'il aime : nourriture, sport, loisirs, activités, disciplines scolaires, musique

→ Dire ce que j'aime : nourriture, sport, loisirs, activités, disciplines scolaires, musique.

Salutations – Communication

■ Je sais :

→ Dire bonjour... m'exprimer poliment.

→ Demander à quelqu'un comment il se sent.

→ Dire comment je suis, ce que je ressens : joie, tristesse, colère, peur, fatigue, faim, soif, froid, chaleur.

Vie quotidienne

■ Je sais :

→ Demander, parler du temps qu'il fait.

→ Parler de quelques fêtes calendaires.

Espace – Temps

■ Je sais :

→ Demander / dire où se trouve une personne, un animal, un objet.

→ Demander / dire la date, le jour, la saison.

→ Situer quelques fêtes calendaires.

→ Demander / dire l'heure.

→ Situer des actions courantes dans la journée.

► PRATIQUES DE L'ORAL

■ Quelle que soit la progression choisie, un point commun existe : la nécessité de donner la priorité à la communication orale. Avant d'introduire une notion nouvelle, il faudra donc poser des questions qui seront adaptées aux compétences des élèves et valoriser ceux qui rencontrent le plus de difficultés en revenant sur les thèmes abordés au cours des leçons précédentes.

Une notion a besoin d'être revue et réutilisée dans des contextes différents afin d'être réellement intégrée.

■ Le travail oral va permettre :

- la mise en place de compétences de communication ;
- une expression orale semi-libérée et une diminution des inhibitions ;
- un emploi réel de la langue en situation de communication.

■ Chaque séance devra commencer par un accueil en langue anglaise : les élèves échangent des civilités puis, après les premières séquences, des considérations sur le temps et la date, sur les vêtements qu'ils portent, le décor de la salle de classe, la santé, le week-end et les vacances...

Structures linguistiques

■ Les questions qui suivent seront proposées aux élèves en début de séquence afin d'activer la communication orale :

Présentation

- *What's your name? My name is... I'm...*
- *How old are you? I'm 8. I'm 8 years old. My birthday is on...*
- *Where do you live? I live in...*
- *Where are you from? I'm from... (England, Scotland, Germany, Spain...)* *Where do you come from? I come from...*
- *What nationality are you ? I'm French, English, German, American, Spanish...*
- *What's your phone number? My phone number is...*
- *What's your mother's job? My mother is a... (Jobs: teacher, doctor, nurse, fireman, farmer, policeman...).*

Possession

- *Have you got any...*
- *sisters/brothers?*

- pets (bird, cat, dog, fish, guinea pig, hamster, rabbit, mouse...)?
- school things (pencil, pen, pencil case, school bag, rubber, glue, scissors, book)?
- clothes (dress, skirt, jeans, socks, pullover, shoes, scarf, hat...)?
- Do you have...? I have... I don't have...
- Have you got...? I've got... / I haven't got...

Actions – Compétences

- I can run but I can't jump.
- I can play tennis but I can't play football.
- I can play the violin but I can't play the piano.
- Can you spell your name? Yes I can / No, I can't.

Identification – Description

- Who's this? This is Betty.
- She's tall/small.
- She has got curly hair.
- She's got blue/green/brown eyes.
- She's got a long nose.
- She's got yellow glasses.
- She's wearing a red skirt.
- Her jeans are blue.
- Who's this? This is Sam.
- He's fat/thin.
- He has got blond/dark hair.
- He's wearing black trousers.
- What is it? It's a mouse.
- What colour is it? It's grey.
- Is it big? No, it's small.

Nombres – Couleurs

- What number is (it)...? One, two, three, four...
- How many books have you got? I've got six/seven/eight books.
- How many pupils are there? There are twenty/thirty pupils.
- What's colour is it? It is blue / grey...
- What's your favourite colour? My favourite colour is pink/ purple/brown/ grey.
- How many colours are there?
- There is one colour. It's blue.
- There are three colours: blue, purple and yellow.

Les goûts

- Do you like...? Yes, I do / No, I don't.
- What do you like? I like...
- Food : apple, orange, peach, strawberry/ strawberries, banana, lemon, plum, grapes, potatoes, beans, carrot, tomato, chicken, meat, fish, eggs, hamburger, sandwich, salad...

- Drinks : milk, tea, cola, coffee, water, orange juice...
- Sport : football, cricket, baseball, basket-ball, rugby, tennis, polo...
- Music : piano, guitar, violin...
- Toys and games : computer, video games, ball, racket, roller skates, skate board, bike, books, camera...

Salutations – Communication

- Hello!
- Good morning!
- Good bye!
- Good afternoon!
- Hi!
- Good night!
- See you! See you on Monday!
- Bye-bye! Have a nice day!
- How are you?
- I'm fine / not very well.
- I'm so so / not too bad.
- I'm happy! Great! Super!
- I'm sad. What a pity!
- I'm hungry – I'm thirsty – I'm tired – I'm sick.

Vie quotidienne

- What's the weather like today? It's sunny, cloudy, windy, cold, hot, warm, rainy, snowy...
- It's raining, snowing...
- Is it...? Yes, it is. No, it isn't.
- Les fêtes calendaires spécifiques à chaque pays.
- Dates des fêtes calendaires : What do you do on...?

Espace – Temps

- Where are you? I'm + préposition + lieu.
- Where's my brother? He is + préposition + lieu.
- Where is it? Where is the ball? It's + préposition + lieu.
- He/she's/it's + préposition + lieu.
- Where are they? They are + préposition + lieu.
- Today is Monday.
- Yesterday was Sunday.
- Tomorrow will be Tuesday.
- What's the date today? It's Monday, September 8th 2012 (prononcer le the).
- What's the date of your birthday? My birthday is on June the tenth.
- What time is it please? / What's the time please? It's ten o'clock.
- Which season is it?
- How many days are there in a week?
- How many months are there in a year? There are...

Séquence 1 : Présentation

→ 1) Look at the example and complete the grid.

(Use the words : Spanish, English, Italian.)

Tommy	John	Anita	Carla
What's your name?	What's your name?	What's your name?	What's your name?
My name's Tommy.	.....	.....	.....
How old are you?	How old are you?	How old are you?	How old are you?
I'm 5 / I'm 5 years old.	.....	.....	.....
Where do you live?	Where do you live?	Where do you live?	Where do you live?
I live in New York.	.....	.....	.....
What nationality are you?	What nationality are you?	What nationality are you?	What nationality are you?
I'm American.	.....	.....	.....

→ **2) Complete using the words:** *Italy, England, Spain, Italian, Spanish, English.*

Tommy is American, he was born in the United States (US).

John is, he was born

Anita is, she

Carla is, she

→ **3) Look at this identity card and answer the questions.**



- **Name:** Elizabeth II
- **Birthdate:** 1926
- **Hometown:** London
- **Nationality:** British
- **Job:** Queen of the UK

Family

- **Husband:** Prince Philip
- Job:** Duke of Edinburgh

• **Children**



1



3

- What's her name?

Her name is

- How old is she?

- Where does she live?

.....

- What nationality is she?

.....

→ **4) Complete your identity card.**

Identity card

Name:

Surname:

Birthdate:

Age:

Nationality:

Telephone number:

Hometown:

.....

PHOTO

→ 5) Look at these pictures and answer the questions with the words:

fireman – teacher – florist – policeman – doctor – nurse – cook – hairdresser

What's his job?



① He is a

② He is a

③ He is a

④ He is a

What's her job?



⑤ She is a

⑥ She is a

⑦ She is a

⑧ She is a

Séquence 2 : Possession

- 1) Look at the identity card of Elizabeth II (séquence 1, p. 39).
The queen has got one daughter and three sons (four children).



Complete:

This man and this woman have got

and

They have got children.

- 2) Answer the questions.



Cinderella



The Tom Thumb



Hansel and Gretel

- How many brothers has Tom Thumb got? He has got
- How many sisters has Cinderella got? She has got
- How many brothers has Gretel got? She has got

- 3) And you? Answer the questions.

- How many people are in your family? people are in my family.
- Have you got any brothers or sisters? (Colour.)
- How many sisters and brothers have you got? I have got

Draw a picture of your family. Write a sentence to explain your picture.
Example: "This is my sister Manon."

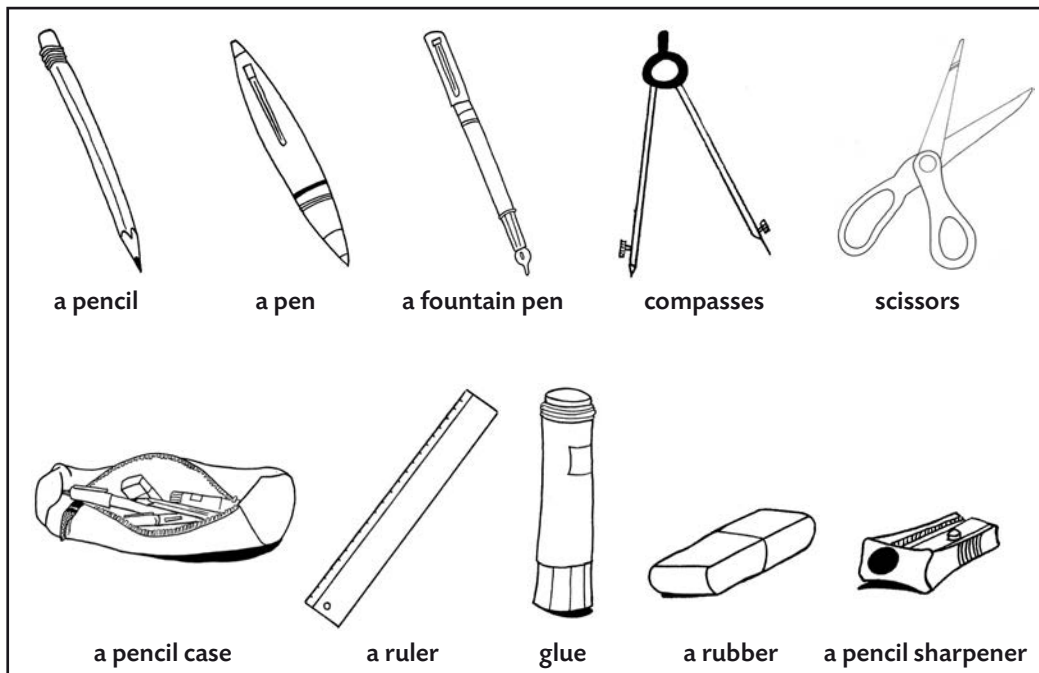


→ **4) Write the number of the sentence under the correct picture.**

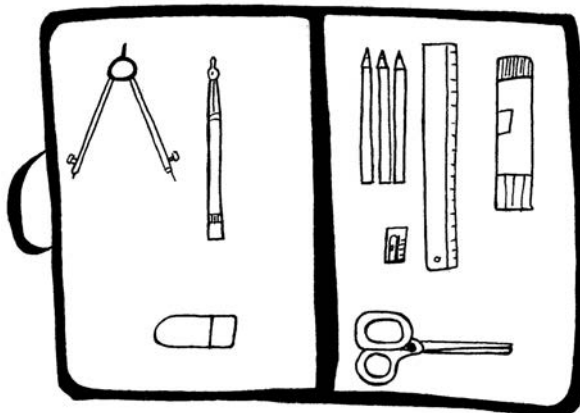
① I've got a rabbit and a pony. ② I've got two guinea pigs and a parrot. ③ I've got a cat and three mice. ④ I've got a tortoise and a bird. ⑤ I've got three dogs. ⑥ I've got a cat and a fish.



→ 5) Look at the illustrated vocabulary: **School things.**



Here is John's pencil case.



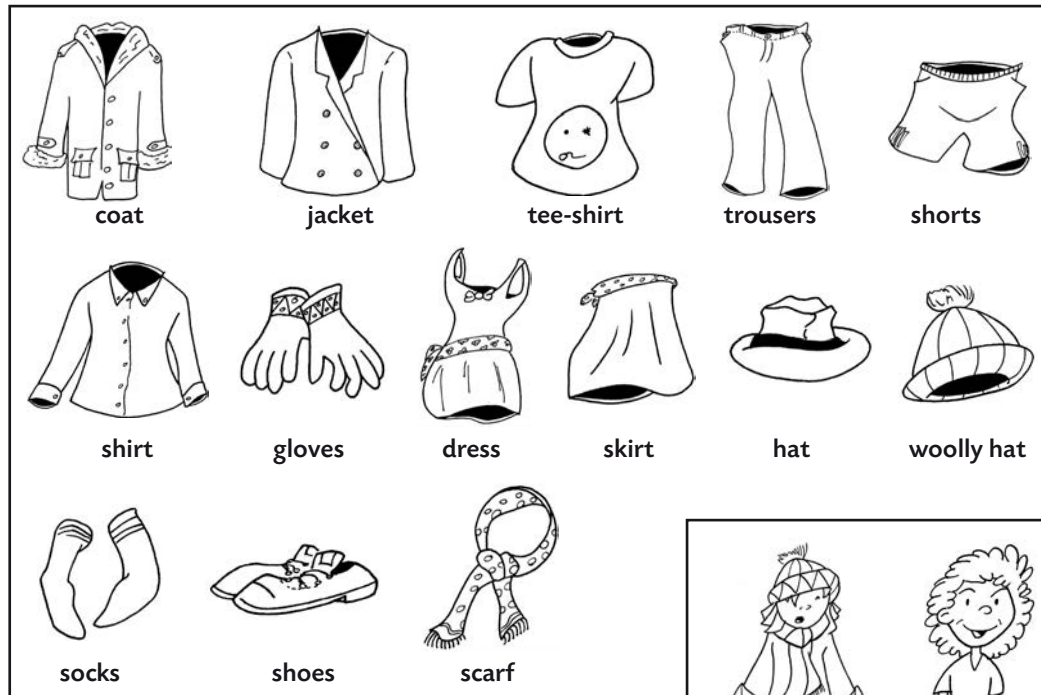
Complete:

John has got one fountain pen, three

.....

.....

→ 6) Look at the illustrated vocabulary: **Clothes.**



Read the sentences and write the names under the pictures.

Lily has got a hat and a dress.

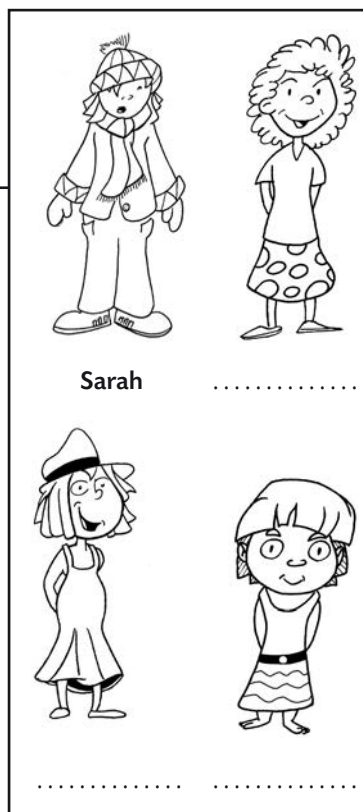
Ann has got a skirt and a tee-shirt. She hasn't got shoes.

Betty has got a skirt and a tee-shirt. She has got shoes.

And Sarah? Complete :

Sarah has got

.....



Séquence 3 : Actions et compétences

→ 1) Read the sentences under the pictures.

				
He's drinking.	He's phoning.	She's walking.	It's diving.	She's smoking.

Complete:

				
You can't smoke.	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....



Look at the pictures and answer the questions. (Yes, I can / No, I can't)

Can you take a photo?



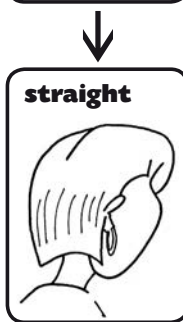
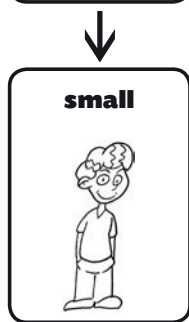
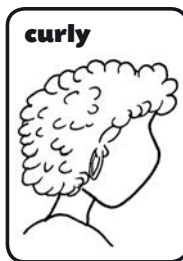
Can you cross the road?



Can you eat?

Séquence 4 : Description / Identification

→ 1) These adjectives are opposite.



Write the name under the pictures.

A – My name is Jenny. I'm a girl. I'm not very tall. I have curly hair. I'm wearing a dress.

B – My name is Ben. I'm a boy. I'm tall and thin. I have got short dark hair. I'm wearing a pullover and black trousers.

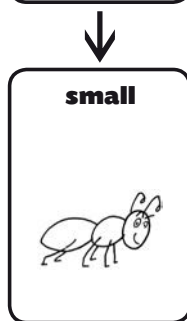
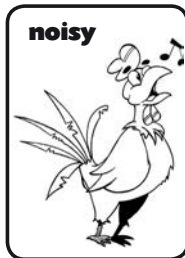
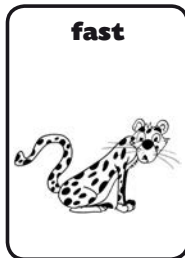
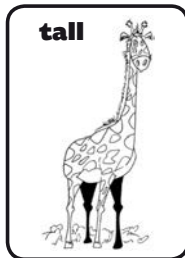
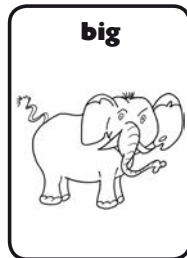
C – My name is Peter. I'm a boy. I'm small and fat. I'm wearing a tee-shirt, shorts and a cap.

D – My name is Ann. I'm a girl. I'm tall and thin. I have got long hair. I'm wearing a skirt and boots.



My name is My name is My name is My name is

→ 2) These adjectives are opposite.



Guess. You have the choice!

I'm tall. I'm fast. I can run but I can't fly. I'm the



the ostrich

or



the magpie

I've got beautiful colours. I'm noisy. I can repeat some words. I'm the



the butterfly

or



the parrot

I'm small. I'm slow. I can't run but I'm a winner! I'm the



the tortoise

or



the hare

Séquence 5 : Nombres / Couleurs

→ 1) Read the text.

My name is Margaret. I'm 71 years old. My phone number is 0596 69 00 99. I've got one son and two daughters. The younger, Sarah, is 43 years old. She has got one daughter, Alison. Alison is 18.

- How old is Margaret?
- What's her phone number?
- How many children has she got?
- Who is 43 years old?
- How old is Alison?

Write the name of these three women (Margaret, Sarah, Alison):



.....



.....



.....

→ 2) Write the corresponding numbers:

- a) seventy: nine: forty-two:
- b) five hundred and fifty-eight: nine hundred and twenty-three:
- c) five thousand eight hundred and seventeen:

Write this number in full.

4 569:

→ 3) Look at the pictures and answer the questions.



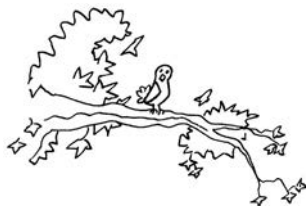
How many eggs are there in the box?

There are.
.....



How many children are there with the teacher?

There are.
.....



How many birds are there in the tree?

There is.
.....

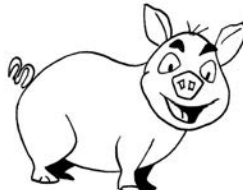
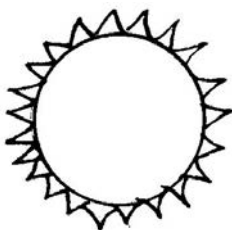


How many candles are there on the cake?

There are.
.....

→ 4) Colour the pictures.

the tree = green / the pig = pink / the car = red / the sun = yellow / the bear = brown



→ 5) Answer the questions.

- What colour is the sky?
- What's your favourite colour? My
- How many colours are there on the French flag?.....

Séquence 6 : Les goûts

	I like 	I don't like 	I like 	I don't like 	I like 	I don't like 	I like 	I like 
Fruits Vegetables	pear 	apple 	lemon 	cherries 	carrot 	onion 	tomato 	peas 
William	x		x	x	x			x
Alison		x	x		x		x	
Betty	x			x		x		x

→ 1) Complete:

- William likes pears,
- Alison doesn't like
- Betty likes

Answer:

- Who likes lemons but doesn't like apples? It's
- Who likes peas but doesn't like onions? It's
- Who likes lemons and pears? It's

→ 2) Complete with: Yes, I do. / No, I don't.



fruit juice



milk



tea



coffee

- Do you like coffee?
- Do you like milk?
- Do you like tea?
- Do you like fruit juice?

→ 3) Write these sentences under the pictures:

He likes playing cricket. – She likes playing the piano. – She likes swimming. – She likes playing the violin. – He likes going to the cinema. – They like working on a computer. – He likes skateboarding. – He likes riding a bike.



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.....



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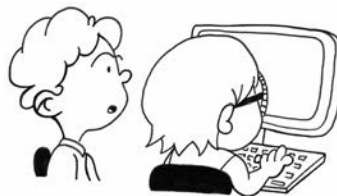
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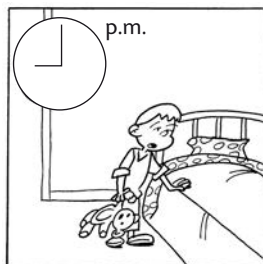
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Séquence 7 : Salutations – Communication

→ 1) Write under the pictures: Good morning – good afternoon – good evening – good night



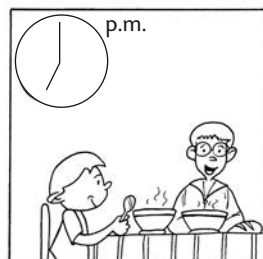
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.....



.....

→ 2) Look at the faces below.

sick	fine	tired	sad
happy	angry	hungry	thirsty

→ 3) Read this little song.

How are you, Sue?
I'm fine, thank you.

How are you, Rick?
I'm hot, I'm sick!

How are you, Tommy?
Not very well, I'm angry!

How are you, Conrad?
I'm so so, I'm sad.

Look at these people. Who is Sue, Rick, Betty, Conrad?



Choose two names to complete the song.

How are you

I'm happy!

How are you

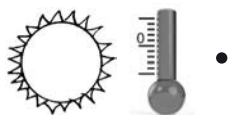
I'm not too bad.

Séquence 8 : Vie quotidienne

→ 1) Look at the pictures:

					
the rain	the sun	the cloud	the wind	the storm	the snow

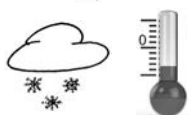
→ 2) Match the pictures to the words.



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•



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•



•



•

• It's snowing (7), it's cold

• It's raining (4)

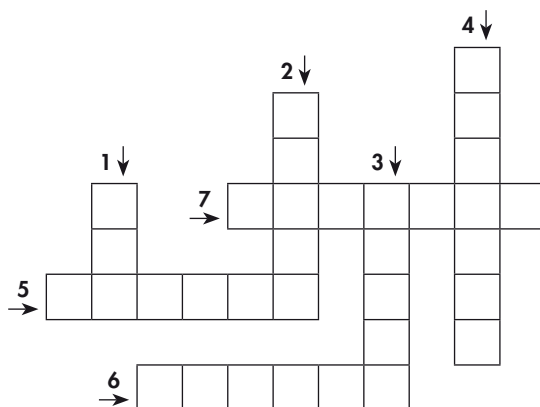
• It's sunny (2), it's hot (1)

• It's cloudy (6)

• It's stormy (5)

• It's windy (3)

→ 3) Look at the numbers and complete the crosswords.



→ 3) Look at this map of Britain.



• What's the weather like this day in Britain?

.....

• Is it hot?

.....

• What's the weather like today in your town?

.....

→ 4) Answer the questions.

• What's the weather like?

.....

.....

• How are the children?

.....

.....

• What are they wearing?

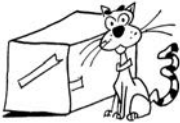
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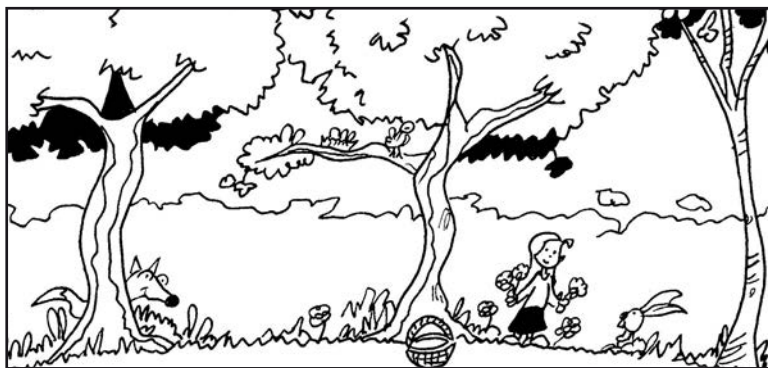


Séquence 9 : Espace – Temps

→ 1) Look at the illustrated vocabulary.

Where is the cat? The cat is...			
	The cat is in the box.	The cat is under the box.	The cat is near the box.
			
The cat is on the box.	The cat is between the boxes.	The cat is behind the box.	The cat is in front of the box.

→ 2) Now, look at the picture and answer the questions:



- Where is the wolf?
It's
a tree.
- Where is the rabbit?
It's
the little girl.

- Where is the little girl? She's the trees.
- Where is the bird? It's a branch.
- Where are the eggs? They're the nest.
- Where is the basket? It's a tree.

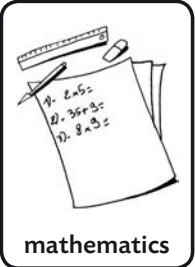
→ 3) Read the days of the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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Complete using these words.

- is the 2nd day of the week.
- is just after Saturday.
- is the 6th day of the week.
- is the first day of the week.
- is the 4th day of the week.
- is just before Saturday.
- is the 3rd day of the week.

→ 4) Look at Peter's school subjects and complete the sentences.

 history	 music	 mathematics	 art	 french
Monday	Tuesday	Wednesday	Thursday	Friday

On Wednesday s, Peter has

On Peter has

On Peter has

On Peter has

On Peter has

→ 5) Read the months of the year.

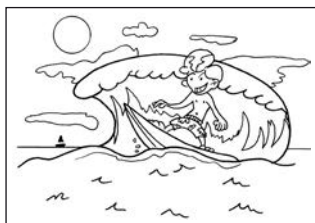
January	February	March	April	May	June
July	August	September	October	November	December

Write the date under the symbol of the festival.

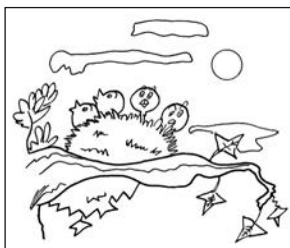
December 25th – February 14th – May 1st – October 31st – the fourth Thursday in November

May Day	Thanksgiving	Valentine's Day	Christmas Day	Halloween
				
.....				

→ 6) Find the season. (spring – summer – autumn – winter)



.....



.....



.....

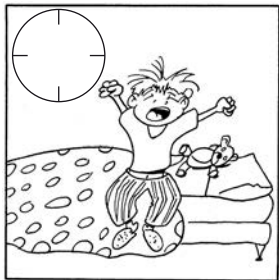


.....

→ 7) Draw the hands of the clocks and fill in the blanks with the hour and the sentences.

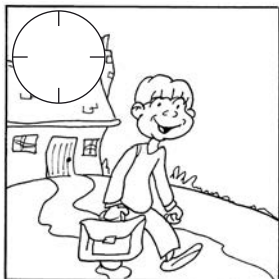
I listen to the teacher. / I get up. / I have a lunch. / I go to school.

Use: half past..., a quarter past..., o'clock.



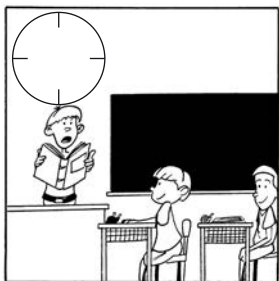
At,

I



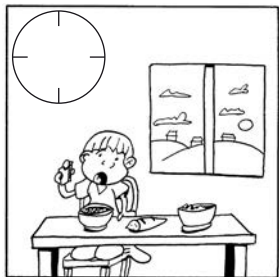
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